

amount to be collected is less than the amount that the program originally set as being needed. It will also not cover all of the requests for the current funding cycle. This means that many projects will not be funded. The FCC has acted courageously in setting even this funding amount in light of the extreme pressure exerted on it from the large TELCOs and other detractors of the program. The TELCOs claimed need to add 5% to long distance rates to cover the costs of Universal Service has been blamed on the Schools and Libraries Discount program. In fact, only a little over one third of that amount (1.5%) would raise more than enough to fully fund the program. With the elimination of local access charges starting in July, the TELCOs will save much more than that amount.

This is a landmark program that will help assure a brighter future for many students who otherwise will not be able to benefit from the rich technology that can transform education in our country. Our community will not be able to provide technology and Internet access for our students and families, of which less than 20% now have access to computers and the Internet at home, without this program. The school may be the only place that the next generation of workers and consumers can get the training and experience they need to compete in the 21st century job market.

We ask for your support for the future of our children and the full funding of the Schools and Libraries Discount Program. We need a strong voice in this debate in favor of the program.

Sincerely,

GAIL M. TISSIER,  
Superintendent.

SHADON UNIFIED SCHOOLS,  
Shandon, CA, June 18, 1998.

Hon. LOIS CAPPS,  
U.S. Congress,  
San Luis Obispo, CA.

DEAR CONGRESSWOMAN CAPPS: I want to express my thanks to you for your fine work on behalf of the schools and school children of San Luis Obispo County. We in Shandon have been encouraged by the time you have taken to listen our requests for relief from some of the special problems of the smaller districts in low income areas.

I am alarmed, though, after the wonderful promise offered by the FCC "e-rate" process, that there are those in the Congress that are working to dilute its value to us or to eliminate the program entirely. If there are those who harbor doubts about the worth of this program, I would love to have them visit my schools.

For Shandon children, this program will absolutely offer a chance for technological literacy on a par with school children in the most advantaged schools. Large numbers of our families are at or near the poverty level, and our district has no economies of scale. This program will allow us to acquire nearly \$200,000 worth of services, wiring, and equipment at less than one-fourth the cost. Without this program, we will continue to struggle with what little obsolete facilities and equipment we currently have.

Every one of my employees works very hard to get the most out of what we have. Our students are motivated and eager to learn.

Please, carry this message to your colleagues: Help me to help these people!

Sincerely,

RICHARD L. SUMMERS,  
Superintendent.

#### SPECIAL ORDERS

The SPEAKER pro tempore. Under the Speaker's announced policy of Jan-

uary 7, 1997, and under a previous order of the House, the following Members will be recognized for 5 minutes each.

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Kentucky (Mrs. NORTHUP) is recognized for 5 minutes.

(Mrs. NORTHUP addressed the House. Her remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Michigan (Mr. CONYERS) is recognized for 5 minutes.

(Mr. CONYERS addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Mr. MILLER) is recognized for 5 minutes.

(Mr. MILLER of Florida addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from California (Mr. FILNER) is recognized for 5 minutes.

(Mr. FILNER addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from Florida (Mr. DIAZ-BALART) is recognized for 5 minutes.

(Mr. DIAZ-BALART addressed the House. His remarks will appear hereafter in the Extensions of Remarks.)

#### INDONESIA'S HUMAN RIGHTS VIOLATIONS IN IRIAN JAYA/WEST PAPUA

The SPEAKER pro tempore. Under a previous order of the House, the gentleman from American Samoa (Mr. FALEOMAVAEGA) is recognized for 5 minutes.

Mr. FALEOMAVAEGA. Mr. Speaker, my remarks, in sharing these thoughts with my colleagues, I have entitled Indonesia's Human Rights Violations to the People of the West Papua, New Guinea.

Mr. Speaker, many of our colleagues are familiar with Indonesia's dismal record of human rights violations in East Timor. The abuses have been well publicized and documented, especially the Dili massacre of 1991, where hundreds of innocent Timorese were killed by government security forces. What has not received much attention, Mr. Speaker, is the tragic story of the people of West Papua, New Guinea, or Irian Jaya, as the people of New Guinea have renamed that province. West Papua, New Guinea, borders the independent nation of Papua, New Guinea, and forms the western half of the world's second largest island.

Mr. Speaker, the recent violence by the Indonesian government against the people of West Papua, New Guinea, is nothing new. It is part and parcel of the long history of Indonesia's oppression of the native Melanesian people of West Papua, New Guinea.

In 1961, the people of West Papua, New Guinea, with the assistance of Holland and Australia, prepared to declare independence from its Dutch colonial master. This enraged Indonesia, which invaded West Papua, New Guinea, and threatened war with Holland. As a Cold War maneuver to counter Soviet overtures for Indonesia to become a member of the Communist block, the United States intervened in the West Papua, New Guinea, issue. After the Dutch were advised that they could not count on the support of the allies in a conflict with Indonesia, Holland seized involvement with West Papua, New Guinea's, independence. Indonesia thus took West Papua, New Guinea, in 1963, suppressing the West Papua, New Guinea, people's dreams of freedom and self-determination.

In 1969, a referendum called the "Act of Free Choice" was held to approve the continued occupation by force of West Papua, New Guinea, by Indonesia. West Papuans called it the "Act of No Choice". Listen to this, Mr. Speaker. Only 1,025 delegates, hand picked by the Indonesian government, were allowed to vote, and bribery and threats were used to influence them. The rest of the 800,000 citizens, the local, or the indigenous Melanesians, the 800,000 West Papua, New Guineans, had no say in the undemocratic process. Despite calling for a one-person, one-vote referendum, the United Nations recognized the so-called vote.

Mr. Speaker, since Indonesia took over West Papua, New Guinea, the native Melanesian people have suffered under one of the most repressive and unjust systems of colonial occupation ever known in the 20th Century. The Indonesian military has waged an ongoing war against the free Papuan movement and their supporters since the 1960s, and against the civilian populace that has objected to Indonesia's plan for development in West Papua. An example of the latter are the thousands of killings associated with the expansion of the Freeport copper and gold mines in West Papua, New Guinea.

Incredible as it may seem, Mr. Speaker, estimates are that between 100,000 to 300,000 indigenous West Papua, New Guineans, have been killed or have simply vanished or disappeared from the face of the earth during Indonesian colonization. Mr. Speaker, the depth and intensity of this conflict, spanning three decades, underscores the fact that the people of West Papua, New Guinea, do not have common bonds with nor accept being part of Indonesia.

The indigenous people of West Papua, New Guinea, are racially, culturally and ethnically different from the majority of Indonesians. West Papuans